

**Texas Education Agency
Standard Application System (SAS)**

2017–2018 Perkins Reserve Grant

Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	November 13, 2017, to August 31, 2018	
Application deadline:	5:00 p.m. Central Time, September 26, 2017	<small>Place date stamp here</small>
Submittal information:	<p>One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Jacksboro ISD	119902		original	
Vendor ID #	ESC Region #			
1-756001857	9			
Mailing address	City	State	ZIP Code	
750 W Belknap	Jacksboro	TX	76458	
Primary Contact				
First name	M.I.	Last name	Title	
Wade		Wesley	Asst Superintendent	
Telephone #	Email address		FAX #	
940-567-7203	wesleydw@jacksboroisd.net		(940) 567-2214	
Secondary Contact				
First name	M.I.	Last name	Title	
Christy		Thomas	Business Manager	
Telephone #	Email address		FAX #	
940-567-7203	thomasgc@jacksboroisd.net		(940) 567-2214	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Dwain		Milam	Superintendent
Telephone #	Email address		FAX #
940-567-7203	milamd@jacksboroisd.net		(940) 567-2214
Signature (blue ink preferred)		Date signed	

October 20, 2017

Dwain Milam

Only the legally responsible party may sign this application.

701-17-103-052

Schedule #1—General Information

County-district number or vendor ID: 119902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 119902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 119902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 119902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Jacksboro High School is committed to offer opportunities for every student to acquire the academic skills, technical skills, and knowledge necessary to compete for careers that are of high demand and high wage. Currently, the Economically Disadvantage rate at Jacksboro ISD is 62% of the student population. Jacksboro High School is exploring ways to reverse this trend by initiating and developing programs that align with the current and projected job market for careers earning above the Texas median wage of \$34,550. On Texas Career Check.com in the North Texas area, Carpenters, Electricians, Plumbers, and HVAC servicemen are in the top 25 projected number of jobs added due to growth for the next 10 years. Education teachers, both Elementary and Secondary, as well as Health care professionals, are among the top 25 projected occupations for the Jacksboro area, state, and Nation. These high skill labor areas can be found in the Career and Technical Education Career Clusters of Architecture and Construction, Education and Training, and Health Science. Over the past several years, Jacksboro ISD has been discussing adding these career clusters, but because of inhibiting factors has not been able to add these career clusters. With the destruction caused by Hurricane Harvey, the need for these occupations will only increase.

Jacksboro High School offers courses in the CTE Career Clusters of: 1) Agriculture, Food, and Natural Resources, 2) Arts, Audio/Video Technology, and Communications, 3) Business Management and Administration, 4) Human Services, and 5) Science, Technology, Engineering, and Mathematics. A course was previously offered in the Ag Science Cluster, over six years ago, that taught the basic principles of construction. Although, the high school could offer a class to accommodate students in the area of construction under a career cluster that exists, Jacksboro High School has created a plan to add the Architecture and Construction Career Cluster, the Education and Training Cluster, and the Health Science Cluster over a period of three years to allow students to excel in the development of skills necessary to compete in these growing job markets. Jacksboro High School saw the opportunity offered by the Carl Perkins Reserve Grant as a necessary means to initiate the program.

The plan originates with the school district finishing an existing 3 sided building to create a Building Trades Shop. The facility would supplement the existing CTE program as the Building Trades Shop would be within 20 yards of the existing Ag Shop. By renovating this facility, it would not take away from the existing use of facilities or compromise the metal fabrication with a mixture of wood products. An early cost estimate for the renovation of the facility from Compass Builders would be \$40,000. As part of the matching funds, Jacksboro ISD will provide local funds to finish construction of this structure to become a Building Trades Center and will provide a separate classroom necessary for developing a Health Science Cluster. Building interest in the programs will also begin as the school will bring in presenters and tradesmen to grow interest at an estimated cost of \$3,000.

The next step is to furnish the facility as well as the classroom with equipment and tools used by the Industry Trades and Health Science professionals. There will be a need to provide an upgrade to utilities to accommodate the equipment

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 119902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

and tools that will be purchased. Jacksboro High School has very limited tools for working with wood products. Power tools as well as battery operated tools will need to be purchased in order to supply students with the equipment necessary for skills and knowledge in the safety and operation of a variety of tools.

When considering the curriculum and instruction for the Construction class, Jacksboro High School will follow the standards found in the Texas Essential Knowledge and Skills. Jacksboro High School will partner with NTx Carpenters and Millworkers, an apprenticeship program, in order to supplement the curriculum with resources and materials provided through their apprenticeship program at an estimate of \$2,000. The course content can be seen in Appendix A. Through the partnership with NTx Carpenters and Millworkers, students can obtain certifications that allow students to easily transition into the trade based training classes offered. With the grant funds, Jacksboro will transport students to the Arlington facility to grow interest and allow students to tour the building. The school will provide instruction with current personnel with the long term goal to obtain instructors (possibly from each trade area) that are Industry and Trade based as these tradesmen and positions come available. A list of this curriculum, equipment, and tools for the Carpentry Program can be found in Appendix B with an estimate of \$27,500. No equipment is more than \$5,000.

Jacksboro ISD will partner with Weatherford College in developing a Health Science Career Cluster that will provide opportunities for students to acquire academic, technical, and care skills necessary to complete in the occupation of a registered nurse, a licensed practical or vocational nurse. Many universities require potential nursing candidates to be a Certified Nurse Aide (CNA). Jacksboro will begin with a CNA program to provide students an opportunity to enter the medical field through the curriculum that can be found as Appendix C. Jacksboro High School has the classroom capacity to initiate the program, but an inhibiting factor is the initial cost of equipment. A list of equipment necessary to enable students to take the NNAAP Skills evaluation for certification and become certified in EKG can be found as Appendix D with a total estimate near \$17,000. No equipment is more than \$5,000. Jacksboro High School will partner with Faith Community Hospital and Jacksboro Health Care Center as the program requires 40 hours of practical experience at a nursing facility. This is only the beginning of the plan as the goal is to provide students a means to transition to postsecondary education to obtain an Associate's degree to become a nurse with licensing to become a Registered Nurse. Jacksboro offers dual credit courses as well as Advanced Placement (AP) courses. Jacksboro does not currently offer a dual credit Anatomy and Physiology course because of a lack of equipment necessary to offer the lab portion of the course. As can be seen in Appendix E, the cost to equip an A&P lab is estimated at \$23,500.

The long range plan also initiates an Education and Training Cluster in order to develop high quality Elementary and Secondary teachers. Teachers coming into the profession through the alternative certification route has exceeded the number of teachers that are coming from traditional teacher preparatory programs. There are certain pedagogy elements that are acquired through the classroom observations and student teaching in the traditional prep programs that benefit first year teachers to be more successful than teachers entering through alternative certification. Jacksboro High School will prepare students wishing to enter the Education profession with a rigors program to develop academic skills and knowledge through classroom observation, peer tutorial time, and class preparations to continue into postsecondary education.

As can be seen, Jacksboro High School has a detailed plan to develop Career Clusters that are appropriate for high demand, high wage occupations. Your contribution through the Carl Perkins Reserve Grant would ignite the plan, and set students on a pathway to opportunities for employment that could potentially take them out of poverty.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 119902

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$3,000	\$	\$3,000	\$
Schedule #9	Supplies and Materials (6300)	6300	\$68,000	\$	\$68,000	\$
Schedule #10	Other Operating Costs (6400)	6400	\$2,000	\$	\$2,000	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$40,000
Grand total of budgeted costs (add all entries in each column):			\$73,000	\$	\$73,000	\$40,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$73,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 119902

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$0	\$0
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			\$	\$
26	6119 Professional staff extra-duty pay			\$	\$
27	6121 Support staff extra-duty pay			\$	\$
28	6140 Employee benefits			\$	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 119902

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land		
	Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Jacksboro will bring in several presenters to draw interest for Cluster development	\$3000	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$3,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 119902

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$68,000	\$
Grand total:		\$68,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 119902

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$2,000	
Grand total:		\$2,000	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 119902

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29	Construct a Building Trades Shop and Upgrade to utilities for equipment			\$	\$40,000
Grand total:				\$	\$40,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 119902

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	161	56.5%	
Limited English proficient (LEP)	26	9.1%	
Attendance rate	NA	95.3%	
Annual dropout rate (Gr 9-12)	NA	0.0%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	5	19.2%	
6-10 Years Exp.	3	11.5%	
11-20 Years Exp.	11	42.3%	
20+ Years Exp.	7	26.9%	
No degree	0	0%	
Bachelor's Degree	18	69.2%	
Master's Degree	7	26.9%	
Doctorate	1	3.8%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										74	70	74	67	285

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										6	6	7	7	26

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Schedule #13—Needs Assessment

County-district number or vendor ID: 119902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to better understand the needs of the district, Jacksboro ISD held a two day Summer Planning Event in June 2017 to evaluate the effectiveness of programs being utilized. The district administration grouped some programs together to form a total of 19 programs or areas to be evaluated. Programs for evaluation included: Reading, Writing, Math, Science, Social Studies, State Testing, Discipline, 504/Dyslexia, Special Education, At-Risk/Homeless, ESL, Gifted/Talented, Digital Learning, Fine Arts, Wellness/Health/PE, Community/Parent Involvement, 21st Century Workforce/CTE/College Readiness, Dropout Prevention, and Extracurricular activities.

The district selected a lead person, campus personnel, parents, community members, and district improvement team (DIT) members for each of the 19 programs to be evaluated. The district selected people to evaluate particular programs that had expertise, had a working relation, or had a passionate interest in the program to gather relative data. The district suggested gathering information to include: Number of Participants, Demographics, factors leading to growth or decline, State Testing results by subgroups, services provided, Parent Involvement, Activities/Competitions, and Exhibitions/Projects completed. Each district lead was asked to appear before the DIT during the Summer Planning Event to give data results, strengths, concerns, plans to address needs, suggestions for improvements, and program goals for the upcoming school year. Others that contributed to gathering the data were encouraged to attend the DIT meeting, but were not required to attend.

In order for the DIT to develop the District Plan, an understanding of what has been a program's strengths and weaknesses that has led to successful outcomes, failures, and/or has inhibited the program from reaching its full potential had to be established. Each of the district leads were given a 20 minute time period to present information to the DIT. The first day of the Summer Planning Event was used exclusively for program presentations and question/answers. The second day of the Event was used to discuss and develop a summary sheet of what the perceptions and needs that were heard by the DIT from the presentations. At the conclusion of the summary, each DIT member was asked to prioritize the top three programs that were of the greatest need or concern with the number 3 having the highest priority. A sum for each program was determined with the top 5 programs being prioritized by the DIT being: 1) Reading, 2) Writing, 3) Special Education and ESL, 4) CTE, and 5) Community Involvement.

When considering CTE, a concern was expressed at the Summer Planning Event about the lack of skilled tradesman in the residential construction industry and that no courses are being offered at Jacksboro High School for the Health Science profession. The committee was given information about the need to expand CTE course offerings and provide career exploration information to students and parent earlier.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 119902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The top prioritized need determined by the DIT for Jacksboro ISD was: Reading	Reading is a lifelong endeavor that students are reluctant to engage unless there is an interest in the subject. The carpentry resources or Project Books are full of instructions and ideas that must be read in order to complete the projects. This type of reading will be beneficial to the students that are involved in this program as it provides an interest to students to encourage reading.
2.	The second prioritized need determined by the DIT for Jacksboro ISD was: Writing	Whether writing for ideas, solutions, or keeping up with information, the carpentry program, the nursing program, and the teacher program will require writing that will be valuable to the students that are in these programs.
3.	The third prioritized need determined by the DIT for Jacksboro ISD was: Special Education and English as Second Language	Both of these subgroups will benefit from opportunities that will be created by implementing the career clusters. The anticipation is for increased involvement that will increase attendance, grades, and ultimately graduation.
4.	The fourth prioritized need determined by the DIT for Jacksboro ISD was: 21 st Century Workforce and CTE	In the District Improvement Plan, this area would be in direct correlation to have a direct impact. The goal is to increase CTE participation and increase awareness of 21 st Century Workforce trends. The ability to add these programs will significantly impact this goal.
5.	The fifth prioritized need determined by the DIT for Jacksboro ISD was: Community and Parent Involvement	With the implementation of any school program that benefits students, parental and community involvement will increase as parents see the benefit of programs for their children.

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Schedule #14—Management Plan

County-district number or vendor ID: 119902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Ag Science teachers	Ag Science teachers are catalyst to allow implementation of Trade programs through their passionate care for students and their experience in basic construction.
2.	NTx Carpenters and Millworkers	Personnel from NTx Carpenters and Millworkers will help with ensuring proper delivery of curriculum as well as project grading. Personnel will also be utilized for expertise in the field as well as giving speech to draw interest into field and provide tour of their facility in Arlington.
3.	Weatherford College	Personnel from Weatherford College will help provide necessary instruction and guidance to the Health Science class in order to ensure proper classroom delivery.
4.	School Nurse	The initial instruction or the Health Science class will be provided by the school nurse who holds a Registered Nurse certification.
5.	Tradesmen	The long range goal is to employee personnel that have abilities to teach students a trade. The school would look for someone that holds a Journeyman, or prefer a Masters certification with business experience in the carpentry, electrical, plumbing, or HVAC profession.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Begin and complete construction of a Building Trades Center and CNA lab	1. Rough-in plumbing and electrical	11/15/2017	12/01/2017
		2. Finish concrete slab	12/04/2017	12/08/2017
		3. Finish closing in Building install door and overhead	01/08/2018	02/02/2018
		4. Finish inside design, plumbing and electrical	02/05/2018	03/02/2018
		5. Prepare classroom for medical equipment	11/15/2017	03/02/2018
2.	Equip the Building Trades Center and CNA classroom with equipment, tools	1. Purchase and install shelving	03/05/2018	03/23/2018
		2. Purchase and install equipment	01/08/2018	08/31/2018
		3. Purchase tools	01/08/2018	08/31/2018
		4. Purchase Medical Equipment and Supplies	11/15/2017	08/31/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Build Partnership and grow interest in the trades	1. Partner with NTx Carpenters and Millworkers	11/15/2017	08/31/2018
		2. Take students to Arlington facility	11/15/2017	05/11/2018
		3. Bring other tradesman to speak to students	11/15/2017	05/25/2018
		4. Partner with Weatherford College	11/15/2017	08/31/2018
		5. Take students to existing high school program	11/15/2017	08/31/2018
4.	Purchase and teach curriculum	1. Purchase curriculum materials	11/15/2017	08/31/2018
		2. Support from partnership	11/15/2017	08/31/2018
		3. If interest allows, begin to teach first nursing cohort	01/08/2018	05/25/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Complete student certifications and student employment by partnership	1. Finish curriculum books to receive certification	01/08/2018	05/25/2018
		2. Students receive certification	03/26/2018	08/31/2018
		3. Students begin employment through partnership	05/25/2018	08/31/2018
		4. Student continue with Weatherford College	05/25/2018	08/31/2018
		5.	XX/XX/XXXX	XX/XX/XXXX

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 119902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Jacksboro school district utilizes a systemic process for monitoring progress toward meeting goals/objectives while identifying inhibiting factors. This process includes but is not limited to the implementation of the High Reliability Schools framework developed by Robert Marzano Research. The framework requires the collection of quick data which includes data that has been predetermined to be vital to the success for obtaining the goals of the program, called leading indicators. Examples of quick data include classroom observations, analysis of interim assessments, frequent teacher evaluations, instructional coaching, as well as data related to factors outside the classroom. Quick data collected outside the classroom would include community surveys, business partner opportunities, parent surveys, and market analysis of available jobs. This systemic process also includes a comprehensive monitoring procedure to ensure progress toward goals. This monitoring process begins with student tracking their own learning. Students evaluate their own understanding of material, concepts, goals, and objectives on a 4 point scale. Teachers monitor student learning, self-evaluate instruction, and conduct teacher instructional rounds to investigate efficient and effective strategies. Campus administration monitors all stakeholders through attendance, restorative discipline techniques, student focus groups, teacher walkthroughs and observations, teacher inputs, parent and community surveys, and school climate surveys. Administrative staff monitors personnel resources and development while tracking and auditing the fiscal responsibilities of the district including adhering to financial policies and procedures. The goals and objectives of the Campus and District Improvement Plans are developed through the program evaluation process, prioritizing the needs of students and programs. Through the HRS framework these goals and objectives are focused and aligned with the School Board goals for the District. Although goals are monitored, goals are rarely changed as to create an aligned and focused environment as goals are not moving targets. Objectives are monitored with checkpoints for achievement, with successes being celebrated, and failures being addressed to identify inhibiting factors that need to be eliminated.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the current time, there are several ongoing efforts made by Jacksboro High School to transition students from high school to college/career. Jacksboro High School offers Advance Placement courses, dual credit courses, Ag classes that create an interest for welding, Organizations that allow for leadership opportunities include, but not limited to: FFA, FCCLA, BPLA, and FCA.

The difference with this planned project is the focus on a direct path with partnering institutions and businesses. A discussion was held at the September School Board meeting under the agenda item. "CTE Enhancements and Possible Grant Opportunities". This has created a commitment to the program's success at the highest level. Several board members relate to business and industry needs with a thorough understanding of the need for college as well as students ready to enter the workforce. District and Campus administration understands the commitment to give students the skills necessary to do what each student wants to do, not what they can do. If a student wants to be a doctor or trash collector, let it be because they want to pursue that career, not because that is the only career they can do. If that is the only career they can do, the school has failed at teaching our students. This commitment can be seen by the money that can be raised or expended from local funds to construct a Building Trades Shop, and with no money being directed for personnel as the school will provide an instructor for the long term.

The most important influencing factor is the commitment our students receive from teachers that are passionate about the success of each child. This can be seen by the level of success of various organizations and projects being created. As stated above, this project began with teachers coming to administration to express a need for growth in these areas, and administration seeking methods to make the project a reality. This same communication will bring the sustainability of the project as the project develops with student interest and real successes of formal students.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 119902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Completion of the Building Trade Shop and Nursing classroom	1.	Finished concrete floor and wall constructed for Building Trades Shop
		2.	Utilities upgraded for equipment in Shop and Nursing Classroom
		3.	
2.	Equipping the Building Trade Shop and the Nursing Classroom	1.	Equipment purchased for Building Trades Shop
		2.	Equipment purchased for Nursing Classroom
		3.	
3.	Completing partnerships and growing student interest	1.	Completion of partnership with NTx Carpenters and Millworkers
		2.	Partnership with Weatherford College and Faith Community Hospital
		3.	Personnel for instruction of the courses completed
4.	Purchasing and teaching the curriculum	1.	Purchasing and teaching the Project Books from NTx Carpenters
		2.	Teaching the curriculum aligned with Weatherford College
		3.	
5.	Student certifications, employment, and continuing education	1.	Students receiving Period 1 certification from NTx Carpenters and Mill
		2.	Students being employed as Apprentice Carpenters
		3.	Students enrolling and completing Associate Degree from college

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to develop the project, our beginning goal is to reach 29 students, 10% of the high school student body, through the three programs. With this number of students, the school will easily be able to collect data and compare the results with the overall student population as well as subgroups. The school will collect data on the number of students being served, including each student's gender and ethnicity. The school will also collect the activities and opportunities that the program students receive, grades for each student before and during the program, state testing results, dual credit enrollment, and attendance rate of each student before and during the program.

As stated above, knowing the goals and objectives of the project as well as the checkpoints or milestones will enable the school to monitor and evaluate the completion or achievements of the project delivery to ensure that the project is on schedule and that grant funds are being maximized. Problems can be discovered by failure of a checkpoint or milestone to be completed. A data inquiry as described above will be performed as to the reasons for the delay or failure to determine circumstances that resulted in the failure. There are uncontrollable situations that can cause delays, such as bad weather for completing construction or contractor issues, and there are school system failures that can be controlled or corrected, such as not ordering equipment in a timely manner. Through the HRS system, reliability is established by communicating beforehand and to correct inconsistencies before system wide failures occur.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 119902

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

There are multiple answers to this program requirement as the project identified the high-demand occupations through a variety of sources. There have been conversations about the need for trade labor among the trade industry and educators as the demand for these positions have been growing. Course offerings under the Ag Sciences Cluster changed several years ago ending a course that taught basic awareness of the skilled trades. A Jacksboro Ag Science teacher approached district administration about looking at TEKS in a variety of courses in order to create an opportunity to once again teach a course of these basic skills to grow interest in the industry.

A Channel 5 news broadcast out of DFW reported that the housing market costs were increasing due to a shortage of trade labor. Finding skilled labor has become so difficult that contractors are approaching employees from other jobsites enticing them with pay rate increases to leave their current employment. This has lengthen the time of completion for house construction on the average of 3 months, thus increasing the cost to complete the project. The commercial industry has an even greater need for skilled labor.

District administration was encouraged by the information released by TEA of the Carl Perkins Reserve Grant opportunity and investigated the high-demand occupations on Texas Career Check at www.texascareercheck.com for Region 3, North Texas, for the Jacksboro area. As suspected, Carpentry, Electricians, Plumbers, and HVAC services were among the top 25 occupations projected to see significant increase over the next 10 years. District administration then visited with Jacksboro Economic Development Executive Director, Lyda Pack. Mrs. Pack also sits on the Workforce Solutions Board of North Texas in Wichita Falls. She confirmed the shortage found in the Texas Career Check documents with information found by the Workforce Solutions.

Contact was made with the Wichita Falls Joint Electrical Apprentice program director, Justin Boone. A conversation with Mr. Boone confirmed that the electrical union was expecting a loss of 22% of the certified journeyman electricians in the next 4-7 years. The electrical union has a large amount of members that will be eligible to retire in this time frame. Mr. Boone reports that 7-15 members are being added through their program a year which will not be able to replace the number that is projected to leave. Our conversation about partnering was not productive as the apprentice program is developed by a joint effort of the Electrical Contractors Association and the International Brotherhood of Electrical Workers (IBEW). The two organizations does not allow the apprenticeship program to be included in a high school setting as the program establishes a high number of hours of on the job training through employment with a contractor while in the apprentice program. There were no certifications or pipeline pathway that could be developed with Jacksboro High School.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 119902

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The long range plan for Jacksboro High School is to address the growing concern of the lack of educators in our Region and State. According to Texas Career Check.com, Elementary School Teachers and Secondary School Teachers are in the top 5 ranked by highest projected number of jobs due to the growth over the next 10 years in the Jacksboro region and in the top 10 for the State. Teachers coming to the profession through the alternative certification method is greater than the teachers coming by traditional teacher preparatory programs. College graduates are seeking employment and there are jobs to have in Education. The concern is the lack of preparation that alternative certification teachers may have, and many leave the field after a few short years. According to Teaching Community on Monster.com, 31.3% of the nation's 3,214,900 teachers are over 50 years old. This coupled with the fact that only 28,400 teachers entered the profession that on the averaged grew 80,000 a year 20 years ago suggest that with a growing student population the demand for educators will be tremendous.

Jacksboro High School is developing a plan to reverse this trend by encouraging and preparing students with the opportunity to gain valuable classroom experience while obtaining college credit to a pathway of becoming a Texas educator. Although the school's focus at the current time is to invest our time and effort into the previous mentioned clusters, the High School is developing the plan to expand the Education and Training Career Cluster. The plan includes offering: a Principle of Education course, a Child Development course, a Lifespan Growth and Development course, and two practical courses based on the curriculum of Ready, Set, Teach!. These progressively rigorous course build interest, confidence, and encouragement to continue in the field. Helping others to grow and learn is the greatest reason educators stay in the profession. Giving our young students the ability to feel and see this happen in the students that they are teaching is the greatest opportunity that the school has to keep them in our profession.

Having dual credit and Advanced Placement (AP) courses at the High School provides the opportunity for students to begin their postsecondary education. This is not only highly motivating for students, it also encourages students to continue on this pathway as a commitment is made as college credit is obtained. The high school will encourage students to enroll in dual credit while adding courses through On Ramps through the University of Texas in order for students to obtain college credit through this innovative program that will start in 2018-2019 school year.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 119902

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Jacksboro High School through the Education and Training Cluster is developing ways for students to become interested and continue into postsecondary coursework to become certified teachers. Jacksboro High School offers pathways for students to earn college credit in: Freshmen/Sophomore English, Algebra, Trigonometry, Calculus, Statistics, US History, Government, Economics, Psychology, and Sociology. A student could easily graduate with over 30 credits and obtain a bachelors in Education in three years after high school. This grant opportunity will be enable Jacksboro High School to encourage students to establish a goal and become focused on the desire to be a Texas Educator through experiencing the positive impact that one can have on children through the Education and Training cluster.

Jacksboro High School has a plan to provide several transitional methods as a bridge between high school and college for students through Career and Tech Education. Jacksboro High School will partner with Weatherford College to offer students the opportunity to obtain a Certified Nurse's Aide certificate in order to continue into the Weatherford Nursing program. The Weatherford College Associate Degree Nursing Program is approved by the Texas Board of Nursing (BON) and accredited by the Accreditation Commission for Education in Nursing (ACEN). The nursing program is approved by the Texas Higher Education Coordinating Board (THECB). Students can earn an A.A.S. degree in less than two years, and be eligible for the National Council of Licensing Examination for a Registered Nurse. Weatherford College has a success rate for passing the NCLEX-RN exam of 90.8% over the past 7 years.

When speaking with Jason Jordan of NTx Carpenters and Millworkers organization, the average person coming to their apprenticeship program is 27 years old with \$40,000 of college debt with a wife and child. Although this is not a crosswalk into postsecondary education, the high school partnership with NTx Carpenters will allow our students to become a card carrying Journeyman Carpenter in three years from graduating from high school with no college debt.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 119902

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Jacksboro High School has a plan to utilize the Carl Perkins Grant to full value. The plan will work with institutions and industry based partners to achieve maximum benefit for our students. In the creation of the Health Science Cluster, the High School will partner with Weatherford College, Faith Community Hospital, and Jacksboro Health Care Center. In the creation of the Architecture and Construction Cluster, the High School will partner with NTx Carpenters and Millworkers. The high school is developing a plan to partner with West College at Midwestern State University in Wichita Falls, Texas to create a seamless pathway to obtain an Educator certification. Jacksboro will continue to seek other industry partners that create a pathway for students to easily transition to college or workforce areas of high demand and high wage.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Jacksboro High School will be partnering with NTx Carpenters and Millworkers. The Industry partner has developed a curriculum that can begin to be delivered at the High School level. The district will be implementing **Career Connections** for the development and in conjunction with the apprenticeship program to become a Journeyman carpenter. The NTx Carpenters and Millworkers apprenticeship program is made up of 8 periods to become a Journeyman carpenter. Each period of the program has a **Project Book**. The program begins with Book 1 and employment with a contractor with a wage for Period 1 being 55% of a journeyman's wage \$25 an hour, thus making \$13.75 an hour. As the apprentice moves from one period to another period, a 5% pay raise is experienced and a new **Project Book**. In partnership with NTx Carpenters, the curriculum allows for the completion of three project books over the time spent in high school. A Jacksboro high school student can graduate with a Period 3 certification, and a pay salary of 65% of journeyman's wage or a beginning salary of \$16.25 an hour.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 119902

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

You cannot achieve sustainability without the necessary means to begin. I heard a quote, "You do not have to be great to start, but you must start to be great". The development of any program begins with time, effort, and initial startup funds with the most inhibiting factor being startup funding. The cost of building, equipment, supplies, and materials to begin a business or program must be planned and deliberate in order to be successful. Finding or building space in order to effectively have facilities that can adequately hold the number of program recipients projected begins the total cost. Jacksboro High School has located areas that can adequately enable the teaching and learning of the prescribed programs.

Initial startup funds must be available to purchase equipment and supplies necessary for the development of skills and knowledge to properly and safely use the latest equipment and technology being utilized by the industry. These costs are essential to the success of the program as an empty space is useless without equipment. Jacksboro High School has sought out and generated a list of equipment and supplies necessary to enable students to learn using the equipment and supplies currently being used by today's professionals.

Curriculum and professional development to teach the skills is another start up or initial cost that is essential to the success of the program. Jacksboro High School will partner with NTx Carpenters and Millworkers as well as Weatherford College to provide students with curriculum that transitions to the postsecondary development. Jacksboro will purchase for students Project Book 1, Book 2, and Book 3 in order for student to have the opportunity to graduate high school with a Period 3 certification. Jacksboro will partner with Weatherford College to allow students to move seamlessly into the postsecondary education with the opportunity to achieve an Associate's Degree with licensing to become a Registered Nurse.

Sustainability is a result of teachers and administration ensuring that the work and effort to begin the program is achieved. Once the initial costs are completed through the grant process, the programs will have the means to continue. Time and effort of human resources are imperative for the long term success of the project. Jacksboro High School has plans to partner with Faith Community Hospital and Jacksboro Health Care Center will allow for the continued growth and success of the Health Science cluster.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 119902

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Jacksboro High School is not applying for the Focus Area 4 grant, and this requirement is not applicable.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 119902

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Although Jacksboro High School is not applying for the Focus Area 4 grant, this requirement seemed applicable.

In a smaller school it may be a little more difficult to expand into many career clusters because student interest and attendance in a course will determine need and funds to sustain the course. At the same time, the administration is tasked with assuring that programs are available so that the school system is not producing a cookie cutter assembly line in which everyone receives the same education no matter student interests. The Carl Perkins Reserve Grant allows the Jacksboro School District and Community to expand our course offerings and career clusters. The school is willing to finish the construction of a facility to initiate this endeavor, but without your help to equip the building, this endeavor will not take off.

Jacksboro High School's current CTE program is highly respected in the organizations that are a part of the CTE Program. The high school has had two Ford Scholar winners over the past two years that have invested back into the community. Please do not allow this attempt at grant writing to nullify the desire that the school has to increase the level of opportunity for our children. The awarding of the grant will complement the existing CTE program by giving students additional opportunities that align with their own interests.

Thank you for your time and consideration,

Wade Wesley

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 119902

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 119902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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